SIMS Newsletter
May 2005

Spring Reporting Period Ends
Submission Deadline June 15, 2005

This submission should include all students enrolled at any time during this school year. All students included in all previous reporting periods must also be included in this submission.

It is very important to complete the spring updates and any corrections to the data to the department as soon as possible. State aid will again be paid on an estimate basis until all data is in and finalized. In addition, the data submitted this spring will be used to determine AYP calculations for NCLB report cards.

Preparing For the Spring Submission

Complete the following steps to update your database for the spring submission.

1. Make sure all students who have attended at any point during the year are included in your database.

2. If a student has exited your school be sure to give them a status end date <u>and</u> reason for leaving.

3. <u>For graduating seniors, the end date and exit code **must** be completed</u>. The exit code for all students who graduate from high school should be a 4. Do NOT code 8th grade students or students who receive a certificate of completion as graduates. Seniors who graduated early should be given an end date as of the day the graduated, not the last day of school.

4. Students must have the days absent field complete. This number should reflect the days absent for the entire year.

Overlaps, Transfers and Exiting Students

We will be running overlap reports in the near future. These overlaps need to be resolved by June 15. Any unresolved overlaps will be resolved by the Department of Education.

When a student transfers from your district to another district, be sure to update your system in a timely manner. Periodic updates will help eliminate duplicate records.

If a student is absent for an extended period of time and you do not receive a request for transcripts for the child, refer to the administrative rule listed below.

> *24:17:03:06. Mandatory dropping of students.*
> *Any student who has an unexcused absence of 20 consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An excused absence includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.*

If the student returns anytime after the 20 school days, the student must still be dropped then re-enrolled. Create a new entry and use the day he returns as the status start date.

New Status Codes

We have several new status codes in the system:

Please use the new Title I codes- ONLY if a school is **Targeted Assisted Title I**. The new codes are:
- ✔ Title I Health/ Dental/ Eye Care,
- ✔ Title I Math, Title I Reading,
- ✔ Title I Science,
- ✔ Title I Social Science,
- ✔ Title I Supporting Guidance/Advocacy,
- ✔ Title I Vocational

Please mark all students who fit these definitions as **Homeless** in the system.

> **Unsheltered**
> -a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; vehicles, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. This also includes children or youth abandoned in hospitals or unaccompanied youth. (The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars,

on the streets, or in other inadequate housing and children and youth denied housing by their families -sometimes referred to as "throwaway" children and youth, - and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.)

Doubled up/ sharing housing
-sharing the housing of other persons due to loss of housing, economic hardship, unavailable housing, or a similar reason

Hotel/Motel
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations

Emergency/Transition shelter
-domestic violence shelters, homeless shelters, awaiting foster care placement, or short-term government/private assisted transitional shelters (usually 30-90 days) while waiting for more permanent shelter to become available

Transitional Housing
-government/privately assisted housing for people who are ready to move beyond emergency shelter into a more independent living situation allowing them to further develop the stability, confidence, and coping skills needed to sustain permanent housing (services for as long as 2 years).

NCLB Notes

Significant Cognitive Disability

In order to accommodate flexibility for calculations of adequate yearly progress (AYP) under NCLB, a new field, significant cognitive disability, was added under the special education tab.

The flexibility allows proficient and advanced scores of students with the most significant cognitive disabilities based on alternate academic achievement standards to be included in AYP calculations. The number of proficient and advanced scores to be included may not exceed 1% of all the students assessed in grades 3-8 and 11, in reading/language arts and mathematics.

To be identified as having a significant cognitive disability, the student must meet all of the following criteria:

✔ The student has an active IEP with annual goals and short term objectives/benchmarks which focus on extended standards; and

✔ the student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and

✔ the student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student's life. (e.g. school, community, home, vocational/career, and recreation and leisure)

Documentation of meeting the above three criteria used to determine eligibility for significant cognitive disability must be maintained in the student's file, and the use of alternate assessment of the alternate academic achievement standards must be written into the IEP after such a determination by the IEP team.

If a child is determined to have a significant cognitive disability, users should simply go into the special education tab and click in the box which is located in the lower right corner of the special education tab.

First Year in Country

Don't forget to code LEP students that arrived in the US after April 18, 2004 as first year in country! This is coded in the status elements.

Foreign Exchange Students

Please remember to code foreign exchange students, these students are not required to test. If they are not coded as such, the school will take a hit on their participation rate for NCLB.

Your Data is Important!!

Data elements collected from SIMS Net/DDN Campus are the major components of No Child Left Behind (NCLB) reporting. Please review all data carefully!!

Make sure you have all students who attending school at any point this year listed. Likewise, if you have students who did not attend your school this year, make sure you delete their records.

Be sure to check the start and end dates on the enrollment and special education records as these dates are used to determine if a child has been enrolled for a "full academic year". Those students enrolled from October 1 until April 15 will be considered enrolled for a full academic year.

Also be sure to double check status elements. These are used to determine subgroups for NCLB.

Only students who were identified as limited English proficient using the state approved identification test should be coded as LEP.

Student who were eligible for free or reduced lunch at any point during the school year will make up the economically disadvantaged subgroup.

To create a list of students and their basic data elements follow the steps listed below:

- Go to report wizard in user outline.
- Under new reports, click on student information, and then click on next.
- Choose the following fields for your report:
  - Under Enrollment – choose grade
  - Under Student Identity – choose last name and first name.
  - Under SIMS Student – choose SimsNum
  - Under Enrollment – choose start date, end date and percent enrolled
  - Under Status – choose the element(s) you wish to view.
- Leave all fields in the next screen blank to list the codes for all students, or use the filter to get specific data. For instance, if you just wanted student with a meal status of free or reduced, next to the field MS, enter <> S. Click on next
- Create your report.

Please contact us if you need assistance verifying your data.